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ABSTRACT

This workbook contains a series of learning packages which can be administered in a workshop setting or used individually. Dealing directly with key aspects of the student council, this book offers: (1) important learning experiences through problem solving; (2) leadership training for responsible citizenship, and (3) the opportunity to work cooperatively with others. Guidelines are recommended to make the material effective and easy to use. Directions for a general orientation session follow an agenda guideline. Three workshop sessions are then discussed, each dealing with an important aspect of student council organization: (1) the student council constitution, (2) project selection and evaluation. For each session, the author lists the directions and the text to be used. Transparencies of organizational structure and pre-session quizzes are also included. The workbook concludes with directions for closing the general workshop session, a workshop evaluation form and a bibliography. (Author/BW)

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FOREWORD

The May, 1970, report of the National Association of Student Councils' Ad Hoc Committee on Junior High School Student Councils revealed a growing need for materials focusing directly on the student council experience of pre- and early adolescents. Special attention, the committee noted, should be given to orientation to the student council, as many students at this age have had little experience in this area. Active involvement in small group settings was encouraged.

The following workbook is a series of learning packages which can be administered in a workshop setting or used individually. Dealing directly with three key aspects of the student council--the constitution, minute taking and reporting, and project selection--the book offers:

- Important learning experiences through problem solving
- Leadership training for responsible citizenship
- The opportunity to work cooperatively with others.

The author brings a broad background of experience to the subject. Her fifteen years in the field include responsibilities as a local, district, and state student council adviser, and as adviser for Iowa's state newsletter for junior high schools as well as the preparation and publication of a state handbook for student councils. It is with pleasure that the National Association of Student Councils offers its junior high school membership Urma English's *Organizing a Middle School or Junior High School Student Council*. We are confident that this document will contribute substantially to the improvement of junior high and middle school programs throughout the nation.

Owen B. Kiernan
Executive Secretary

INTRODUCTION

Student council members and advisers throughout the country begin each year with high hopes of making their council a more effective part of the total school effort. Too often these goals are still unmet at the end of the year because the elected representatives did not adequately understand their roles in the council structure.

What follows is a series of learning packages designed to introduce students to three important areas of student council: the constitution, minute taking and reporting, as well as project selection and evaluation.

The material can be utilized in a workshop for students run by students, with a minimum of help and advice from adult leaders. Or it may be used by individuals as needed. If desired, a tape recording may be made of all text material by students, principal, or adviser for both workshops and individual use.

The following guidelines are recommended to make the material easy to use and effective:

- Hold a planning session with council officers and leaders prior to the workshop. Select workshop chairman, as well as presiding officers for each learning package session.
- Adjust or revise text whenever necessary to meet the special needs of your council.
- Supply each student with blank worksheets for note taking and a Xeroxed copy of the hand-out material. (All hand-out material has an asterisk following the title.)
- Prepare visual aids suggested in each learning package.
- *Optional*. Have student officers make tape recordings of all text material. Keep tapes for re-use.

AGENDA*

	Time	(Allow approx.)	Location	Presiding Officer
General Orientation Session	____ - ____	(15 min.)		
First Round of Learning Package Sessions	____ - ____	(40 min.)		
Break	____ - ____	(15 min.)		
Second Round of Learning Package Sessions	____ - ____	(45 min.)		
Food and Recreation	____ - ____	(60 min.)		
Third Round of Learning Package Sessions	____ - ____	(45 min.)		
Closing General Session	____ - ____	(45 min.)		

Note: This schedule may be adapted to a Saturday meeting, an after-school or early evening meeting, or a retreat type meeting with a minimum of effort.

DIRECTIONS FOR GENERAL ORIENTATION SESSION

The workshop will begin with a General Orientation Session, to be chaired by the workshop chairman. The following directions should be studied carefully and expedited before the chairman begins reading the text (Page 2) or, if text is taped, before turning on tape recorder.

► The workshop chairman will need:

- Gavel, microphone
- Copies of all hand-out materials (marked *)
- Copy of *Organizing a Middle School or Junior High School Student Council*
- *Optional.* Tape recorder and taped copy of text

► Each representative should be issued the following items before the session begins:

- Name tag
- Agenda
- A copy of Guidelines for Conducting Learning Package Sessions
- Blank worksheets for note taking
- Pen or pencil

► Suggestions for implementation:

- Name tags may also identify grade, session assignments, lunch arrangement.
- Agenda will need to include time schedule, session locations, officers' names, and other information of local interest.
- Worksheets may include name and grade, space for goals and notes
- An inexpensive portfolio or large manila envelope for each participant is often useful for filing materials.

TEXT FOR GENERAL ORIENTATION SESSION

(To be read or paraphrased by workshop chairman. If text is taped, the chairman will operate the tape recorder.)

Today's meeting is in the form of a workshop designed to help you become more familiar with several aspects of student council you will need to understand to be an effective council member this year. Detailed instructions have been given to help you make the best use of your time and to assure that each of you will have several opportunities to participate in leadership activities.

In a few minutes, this group will be divided into three sections to attend the three concurrent learning package sessions. By the end of the workshop, each participant will have attended all three sessions. One is concerned with your local student council constitution. Another will give information on choosing and evaluating projects and on the state and national organizations to which your council belongs. The third session will give you tips on how to keep minutes and how to report back to the homeroom or class you represent.

The workshop will close with another general session like this one.

You may ask, "Why do we need all this information? I thought being a council member meant going to meetings and talking about student and school problems."

You are right in believing that you should talk about such problems, because you represent the school in the only official student organization concerned with student problems. And the more you know about your responsibilities, the better job you can do.

Student council members and advisers all over the country begin each year with high hopes of making their council really work for the good of the students and the school. Too often these goals are still unmet at the end of the year because student representatives did not understand their roles in the council structure.

This workshop is designed to give you the opportunity to gather important information in a variety of ways to help you understand that role. How much you gain will depend upon your interest, enthusiasm, and participation.

What then do you want to learn? Probably first on your list will be to get a better understanding of your job as a council representative.

Another goal may be to gain experience in participating, conducting, and reporting on meetings.

Surely you will want to begin plans for projects in your school. Along this line, you will probably be interested in finding out what suggestions your state and national organizations have to offer.

Each of you received a worksheet when you arrived. Please list, in your own words, the goals you wish to set for yourself.

(Students should be given time to write goals.)

What are your goals?

Do you want to be the best student council representative you can possibly be? Do you want to develop more skill in talking and listening in a group? Do you want to know more about conducting or reporting on a meeting without being embarrassed or confused? Do you want to be informed about your state and national associations so you can make the best use of them? Do you want to plan projects that are workable, valuable, and of interest to your school? The fact that you chose to become a council member shows your interest and concern for the welfare of your school.

Each of you received a name tag, Guidelines for Conducting Learning Package Sessions, and an agenda with your worksheets.

Specific directions for the workshop are given. Please read them carefully before you leave for your first session. Your president or adviser will answer individual questions.

Well-informed council members are the key to an effective, enthusiastic council which has the support of the school community. As a council member, you are the key! Good luck in your efforts.

(Closing remarks or announcements may be made by adviser or president at this point.)

GUIDELINES FOR
CONDUCTING LEARNING PACKAGE SESSIONS*

► One-third of the total group will attend each session at a time.

► The groups will rotate so that each participant will attend all three sessions during the workshop.

► An officer will be in charge of each session. His responsibilities include:

- Handing out materials
- Beginning each session by arranging for selection of chairman and recorder
- Reading or paraphrasing text material

► Responsibilities of participants:

- Remain with the same group for all three sessions
- Select a different person from your group to act as chairman of each session
- Select a different person from your group to act as recorder of each session

(Selection may be made informally.)

► Responsibilities of chairmen:

- Assist officer in charge
- Lead discussions
- Be aware of time schedule

► Responsibilities of recorder:

- Take notes on discussion and write a summary of meeting
- Collect materials

SESSION A LEARNING PACKAGE: THE STUDENT COUNCIL CONSTITUTION

DIRECTIONS

Each participant will need the following:

1. A copy of Guidelines for Conducting Learning Package Sessions, a workshop agenda, and worksheets distributed during the General Orientation Session

*2. A copy of the Chain of Responsibility diagram

*3. A copy of the Constitution Quiz

*4. A copy of your local council constitution

*5. Pen or pencil

**6. A sheet for students to designate committees of interest to them

The officer in charge of this group should be prepared to:

1. Paraphrase or read text (Pages 8-16) to participants or, if text has been taped, operate the tape recorder

2. Arrange for the selection of a session chairman and recorder

3. Give students an opportunity to indicate committee choices after Article IX has been studied

Upon completion of this session, participants should be able to identify:

1. Objectives of the constitution

2. Powers of the student council

3. Officers and their duties

4. Standards for membership

5. Committee assignments of interest to them

---

*to be handed out as students enter this session by officer in charge

**to be handed out by recorder before close of meeting

CONSTITUTION QUIZ*

(Mark either true (T) or false (F) to the left of each statement.)

_____ 1. Every organization should have a constitution.

_____ 2. Constitutions are set up to guarantee the rights of each individual in an organization.

_____ 3. Constitutions need not be reviewed after they are once made and agreed upon.

_____ 4. Constitutions should list officers and their general responsibilities.

_____ 5. Constitutions do not need to include the purpose of the organization.

_____ 6. Changes in the constitution are called by-laws.

_____ 7. Committees listed in the constitution are called special committees.

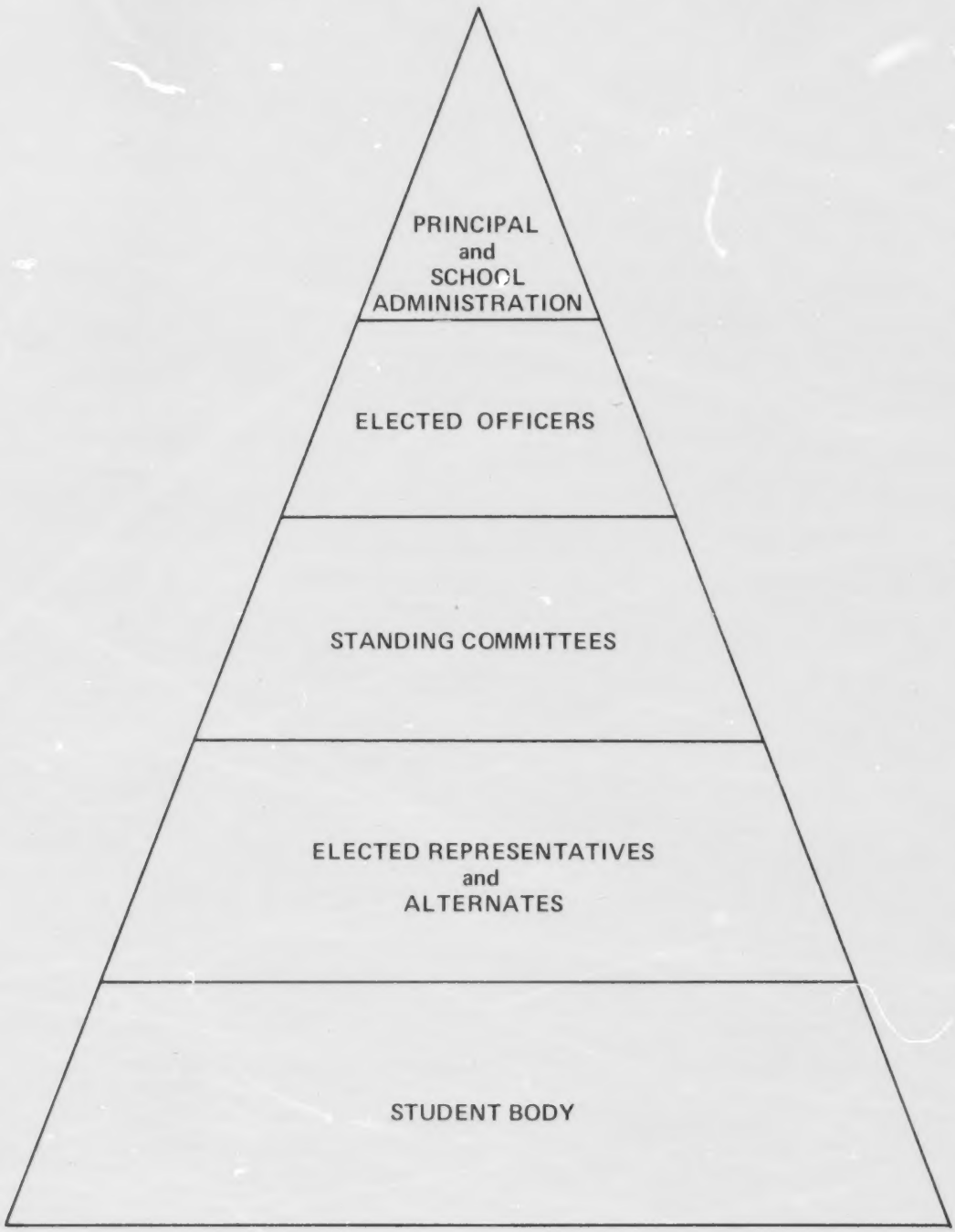
_____ 8. Your constitution explains how officers are elected.

_____ 9. A vice-president must be available to take over the duties of the president.

_____ 10. An alternate is elected to take the place of the representative when the need arises.

(Please keep your answers in mind as you proceed; you will have a chance to make corrections later.)

CHAIN OF RESPONSIBILITY: LOCAL COUNCIL *



SESSION A TEXT

(To be read or paraphrased by officer in charge. If text is taped, the officer will operate the tape recorder.)

You will have the opportunity to review your constitution during this meeting. It is important for you to be familiar with this document because all meetings of your council will be conducted according to its guidelines.

First of all, please review Guidelines for Conducting Learning Package Sessions. Following that, we will select a session chairman and recorder.

(Allow time for selection of chairman and recorder.)

Let's begin by finding out how much you understand about constitutions in general. Please read the Constitution Quiz and mark the questions true (T) or false (F).

(Allow time for quiz.)

Now, please turn to your copy of the constitution for your student council.

What are the first words you see? *Constitution? Student Council?*

These words limit the use of this particular constitution to a specific organization. Such a document should always be designed to meet the specific needs of a special group.

The next item you see, Article I, should further limit the use of the document to your junior high school in your town.

Read your Article I silently. It should be similar to this:

ARTICLE I. Name: The name of this organization shall be the *(name of school)* Junior High School Student Council of *(city, state)*.

Article II should state objectives. Other terms for objectives are goals or statements of purpose. It is necessary at the beginning of a constitution to define the goals of the organization in general terms and to set its limits. Please underline each goal as you read it in your constitution.

(Allow time for underlining.)

Does Article II of your constitution contain these or similar objectives?

A. To represent students in the exchange of ideas with the school administration.

B. To promote cooperation between students and faculty.

C. To encourage the practice of good citizenship and to serve as an example in leadership.

D. To work to improve the school and school programs.

E. To improve school spirit by stimulating participation in school activities.

F. To inspire better scholarship within the school.

G. To provide orderly coordination of school activities.

Article III usually defines the limitations of the organization's power. Does Article III in your constitution do that? Circle the statements that limit the authority of your organization.

(Allow time here.)

A statement recommended by the National Association of Student Councils[1] says it this way:

ARTICLE III. POWERS: All powers of the student council are delegated to it by the school administration. The principal has the right to veto any act of the student council or to revoke any of the powers held by it.

Is yours that clearly stated?

Special attention needs to be given to Article III, since many misunderstandings stem from not knowing the role of student council in a school.

The principal is legally responsible for operating a school. Because he is hired by the school board to manage the school, all students and staff must work under his direction.

Principals are always looking for good ideas and helpful workers. Teachers, students, and other staff members can make the principal's work much more effective by continuing to offer suggestions and to help him work out problems. The final decision, however, rests with the principal.

Students, even student council members, cannot change school policy by themselves. They can, however, present a point of view or help work out a policy when called upon.

Before proceeding to Article IV, make sure you have underlined each general objective of the student council and circled the statement which limits the authority of the council.

[1] *The Student Council Handbook*. The National Association of Student Councils, 1967.

Article IV of a constitution usually defines the membership of the organization to include:

1. Officers

2. Representatives and alternates from classes, homeroom, or other designated groups

3. District or state officers

Organizations must define membership and qualifications and prescribe an orderly process for membership selection to ensure the complete understanding of all involved.

As I pose the questions which should be answered in Article IV, please underline the corresponding pertinent statements in your constitution's Article IV.

(Allow time after each question.)

ARTICLE IV. MEMBERSHIP:

A. Does your constitution say the student council shall consist of elected representatives, and specify what class, homeroom, or organization they are to be chosen from?

B. Does it say when election of representatives shall be completed?

C. Does it list such qualifications as leadership, interest, and scholarship?

D. Does it mention other requirements?

E. Does it mention loyalty to the objectives as stated in Article II?

F. Does it define a term of office and a method of filling a vacancy?

G. If you have a district or state officer, is there a provision for his status?

H. Does it outline a method for evaluating whether or not a student is meeting the standards?

In some cases advisers review each student's grades. This method enables all students who are working up to their abilities (and who may or may not have top grades) to be eligible for membership. Many good student leaders are not necessarily top scholars. Leadership is a learned skill improved by practice and experience. In a democratic society all interested people can profit from such experience as is offered through participation in council activities.

Every organization chooses leaders within the group. The student council is no exception. The number of officers, the term of office, and the process of selection must be clearly defined. Article V should establish such a definition. Please underline on your constitution the officers as listed in Section A of Article V. How does your constitution compare to this fairly standard form?

ARTICLE V. OFFICERS:

A. The officers of this organization shall be a president, vice-president, secretary, corresponding secretary, and treasurer.

B. These officers shall serve the entire school year.

C. In case of vacancy in the vice-president's, secretary's, corresponding secretary's, or treasurer's office, a council member shall be elected by the council to fill that vacancy.

D. An officer may resign if he gives a valid reason. In many schools officers are elected by the student body.

E. Before the end of the school year the seventh- and eighth-grade student body shall have the opportunity to elect student council officers. Primary elections shall be held to limit the number of candidates to two for each office. The procedure for the running off of the primary and the election shall be determined by the student council. The president and vice-president must be ninth-graders during their term of office. Any student serving an office must be enrolled as a student in your junior high during his term of office.

Does your school follow a plan similar to Section E? Does your constitution list the term of office? If so, please circle it.

When a vacancy exists, how is this officer replaced? Please underline the terms in your constitution.

Who determines how officers' elections are to be handled?

The process of officer candidate selection should be reviewed each year as the needs of the school change.

A process which encourages as many students as possible to become involved should always be the goal. New ideas can be tried. All students, however, should be informed about the approved procedures well in advance of the election. Discussions should be encouraged in social studies classes and advisers should be available to answer questions.

Many opportunities for students to know candidates can be arranged through class visits, appearances at assemblies, and campaign posters.

To make the election of officers a true experience in citizenship for the entire student body, it must follow the democratic procedures of our state, local, and national government elections.

Elected officers of any organization have defined duties. This assures a smoothly run meeting and the fair distribution of responsibility among delegates.

The following duties are usually included in constitutions. You may have added other duties. Please read your constitution as I read this sample to see how closely they compare.

(Allow time for reading between each office.)

ARTICLE VI. DUTIES OF OFFICERS:

A. President:

1. Preside at business meetings of the student council.
2. Use correct parliamentary procedure.
3. Vote on any matter in which the council is equally divided.
4. Appoint committees as necessary.
5. Preside at assemblies.

B. Vice-President:

1. Perform duties of the president during the absence of the president.
2. Act as chairman of the executive committee.
3. Serve as chairman of the constitution committee.

C. Secretary:

1. Take minutes of all official meetings of the student council.
2. Keep a written record of all proceedings of the council.
3. Furnish information to the president and adviser concerning action which should be taken by the council or which has been referred to a committee.

D. Corresponding Secretary:

1. Carry on all correspondence as directed by the student council.

E. Treasurer:

1. Work with adviser in maintaining records of receipts and expenditures of the student council.
2. Make a financial report at the end of every nine weeks to the student council.

Draw a diagram on the back of your worksheet showing the relationship of the officers to each other and to you as representatives. The president would be at the top, as head of the group. In each part of the diagram, list the main duties of each officer.

(Allow time for participants to draw diagrams.)

Does your constitution say the student council shall have regular meetings? Does it say who shall call them? In many cases the statement is made: "As set up by the advisers." Does it allow for special meetings? Does it say who may call such a meeting and when it may be called? Article VII should answer these questions.

Advisers, working with principals, are responsible for fitting meetings into the schedule. Many council meetings are held during the school day. Other variables such as assemblies, field trips, and faculty responsibilities have to be considered in working out a meeting plan. Time and available classroom space must also be considered.

It is usually the policy of the school not to excuse students from a class when a major test is being given by a teacher. If a number of council members are in such a class, it is generally wiser to re-schedule the meeting so they can attend.

The principal is responsible for the management of the school. He has the responsibility for choosing student council advisers just as he does for choosing teachers, librarians, and other staff members.

In some schools the principal chooses to be the adviser himself. In other schools, counselors are advisers; assistant principals and teachers are often advisers.

Article VIII usually defines the method of selection of advisers. A standard statement on selection of advisers may read like this. Read yours silently as I read the following.

ARTICLE VIII. ADVISERS:

A. The principal shall appoint a member(s) of the faculty to serve as adviser(s) to the student council.

B. The term of office of the adviser is left to the discretion of the principal.

The key working groups in student council are usually the committees. Standing committees carry many responsibilities, which should be defined in an article on committees.

Article IX usually defines the process of selection and the recommended standing committees to be appointed by the executive board. A typical Article IX might begin by specifying that:

A. The executive board shall appoint all standing committees.

B. The president shall appoint all special committees unless otherwise stated in a motion.

Each council should have committees designed to meet the needs of that particular school. Some may have many committees; others, only a few. Some of the more common committees are:

1. Orientation Committee - To plan, organize, and administer a program of orientation for new students.

2. School Social Committee - To secure administration approval; select themes; publicize, prepare, and sell tickets; and arrange for all student social functions sponsored by the student council.

3. General Improvement Committee - A sifting committee to evaluate any problems referred by the president or executive board and to recommend appropriate actions.

4. Assembly Committee - To recommend, select, schedule, and plan assemblies. To arrange the necessary stage properties and to be responsible for distributing programs and supplying ushers for school-sponsored performances.

5. Election Committee - To study and recommend procedures for elections of student council members.

6. Safety Committee - To promote a planned program of safety education in cooperation with school and city authorities.

7. Special Projects Committee - To promote and develop plans for carrying out projects recommended by the general improvement committee and approved by the principal.

8. Scholarship Committee - To promote scholarship through activities approved by the principal.

Does your constitution include these? Or are other committees more important in your school? Write your comments on your worksheet.

(Allow time for writing comments.)

Committee chairmen are usually ninth-graders, except for the orientation committee chairman. Each committee should have an adviser from the school staff.

Read your Article IX carefully. Select two committees on which you would like to serve. Label them one (1) for first choice, and two (2) for second choice. You will need to refer to these choices at the close of this meeting.

(Allow time for committee selection.)

All constitutions need to have a well-defined procedure for making changes within the constitution itself. This process is known as adding or changing by amendment.

Article X explains a common way changes can be made.

ARTICLE X. AMENDMENTS:

> This constitution may be amended by a three-fourths vote of the membership of the student council. Each homeroom or class group shall decide how its respective representative shall vote.

A constitution is made up of general rules which apply to many situations and which often need not be changed for a number of years.

More specific details may need change more often. These are called by-laws.

Some of the common by-laws found in constitutions refer to means of communication, such as:

- All reasonable suggestions brought before the student council shall be discussed.
- Duplicated minutes and proposed agenda shall be distributed to all teachers, representatives, and alternates.

By-laws also usually define a quorum:

- A two-thirds majority of the council will constitute a quorum.

Sometimes attendance at council meetings is stated in a by-law sentence similar to this:

- Any representative having two unexcused absences shall be dropped from the council and the electorate will be requested to elect a replacement.

It is important to include a statement assuring that all reasonable suggestions brought before the student council will be discussed. These ideas brought by members to the meeting are usually referred to a standing committee for study and further recommendations. It is your responsibility to see that all ideas have a hearing.

In summary, a student council constitution usually has 11 parts. It begins by a statement of purpose (objectives) for the school. Its powers are defined. Selection of its membership and officers is outlined. The duties of officers and committees are listed. Provisions are made for meetings, amendments, and by-laws.

Does your constitution include all these parts? Are there any parts which need changing?

It is the responsibility of each member to see that the constitution is maintained. Any council action contrary to the constitution should be challenged. This is democracy in action.

Now turn to the quiz you took at the beginning. Do you need to make any corrections? If so, do it at this time.

(Allow time to review quiz.)

Once again, review the standing committees now in existence in your school. Write your name and your first and second choices of committees on the sheet being circulated.

In this section of the workshop you have:

1. Taken a quiz on constitutions.
2. Read your own council constitution and underlined important parts.
3. Chosen two standing committees of special interest to you.

Before you leave for the next session, be sure to examine the booklets on the table at the back of the room, *How to Organize a Student Council*, published by the National Association of Student Councils.

SESSION B LEARNING PACKAGE: MINUTE TAKING AND REPORTING

DIRECTIONS

This session should have:

1. Transparencies A, B, and C; overhead projector and screen.
2. *Copies of multiple choice What Do You Know About Minutes? Quiz.
3. *Sample copies of past minutes from council meetings.
4. Materials handed out at the General Orientation Session.

The officer in charge (preferably the student council secretary for this session) should:

1. Arrange for the selection of a session chairman and recorder. (Be sure persons selected have not been elected to either of these positions in previous sessions today.)
2. Paraphrase or read text (Pages 22-26) or, if text has been taped, operate the tape recorder.

*to be handed out as students enter this session by officer in charge

QUIZ: WHAT DO YOU KNOW ABOUT MINUTES?*

Please fill in the blanks of this quiz to see how much you already know about minutes reports. Correct answers will be given on the transparencies as the officer in charge reads them. Check your own paper to see how well you did.

1. Minutes of a meeting are a record of what is _____ _____ at a meeting.

2. The name of the _____ officer is always included in the record.

3. The report of the finances is called the _____ report.

4. A record of the meeting is written by the _____.

5. The best way to check on what happened at a meeting is to read the _____.

6. When reporting about a meeting to your homeroom or class, it is better to do it in your own words and use the written minutes for _____.

Transparency A

COMMON ORDER OF BUSINESS

CALL TO ORDER

ROLL CALL

DISPOSITION OF MINUTES

TREASURER'S REPORT

COMMITTEE REPORTS
- STANDING COMMITTEES
- SPECIAL COMMITTEES

UNFINISHED BUSINESS

NEW BUSINESS

ANNOUNCEMENTS

ADJOURNMENT

Transparency B

CONTENTS OF MINUTES

DATE
PLACE
TIME
— OF MEETING

REGULAR OR SPECIAL MEETING

NAME OF PRESIDING OFFICER

ALL MAIN MOTIONS
- ADOPTED
- REJECTED

NAMES OF PERSONS MAKING MOTIONS

POINTS OF ORDER OR APPEALS
- SUSTAINED
- LOST

NAME OF SECRETARY

Transparency C

GUIDELINES FOR REPORTING MINUTES

1. TIME, DATE, TYPE OF MEETING (one sentence)

2. BUSINESS

   APPROVED ITEMS
   1.
   2.
   3.

   REJECTED ITEMS
   1.
   2.
   3.

   PENDING (not decided) ITEMS
   1. STATUS OF ITEM A
   2. STATUS OF ITEM B
   3. STATUS OF ITEM C

   CLASS OPINIONS NEEDED
   1. ITEM A YES NO
   2. ITEM B YES NO
   3. ITEM C YES NO

NEW IDEAS FROM CLASS

QUESTIONS FROM CLASS

SESSION B TEXT

(To be read or paraphrased by officer in charge. If text is taped, the officer will operate the tape recorder.)

Organized groups usually have some form of record keeping. These reports are called minutes. Minutes are important because they are the official record of the meeting.

This group will be concerned with writing and interpreting minutes of council meetings. Tasks for the group are to:

1. Become familiar with the various parts of a minutes report.

2. Be able to recognize:

   a. Approved items of business
   b. Pending items of business
   c. Requests for polls or opinions.

3. Write summary statements from sample minutes.

4. Write a summary of this session.

A good way to find out how much you already know is to try to answer questions about the topic. Take a minute to fill out the quiz handed you when you came in. It is called What Do You Know about Minutes?

(Allow time for completion of quiz.)

Minutes are important to individual members of a group because:

1. They give an accurate record of what happened at a meeting not attended by a member.

2. They are useful in recalling motions and decisions made in the past.

3. They may be used to verify details of a motion or decision when someone raises a question about it.

4. They are useful in reporting to others not in attendance. (This is one of the main uses you will make of minutes this year because you will be telling your homeroom or class what happened at a meeting that only you attended.)

To take good minutes, you will need to know:

1. The accepted Common Order of Business usually followed in writing minutes.

2. How to condense routine matters.

3. How to write a summary that would be acceptable in a minutes report.

The value of minutes will vary with the skill of the recorder or secretary. A good secretary is able to condense the activities of a meeting to include all that has taken place without making the minutes long and tedious.

Since it takes special skills to write minutes and since many recorders or secretaries do not have this experience, certain standard forms have been established to assist writers and chairmen in proceeding with business in an orderly fashion.

Let's look at the transparency called a Common Order of Business.

(The officer in charge will place Transparency A on the overhead projector; group members will arrange themselves so all can see clearly.)

As we proceed, please write down any comments which will help you to understand the order better.

Item one: Call to order. This is a form used by the chairman. It may be formal, where all group members rise at the sound of the gavel, as in Congress, or completely informal, where the chairman simply states, "Let's begin." Usually, the larger the group, the more formal the meeting.

Item two: Roll call. This practice varies with the size of the group, as well as other circumstances. It is important at council meetings because students often attend them instead of regular classes.

Some schools use record tags or other devices to save time. Each student is then responsible for seeing that his attendance is accurately recorded.

Item three: Disposition of minutes. The chairman may ask for a motion to dispense with the reading of the minutes when they have already been circulated in printed form. This is often done to save time. Representatives are responsible for knowing what they contain, however.

Item four: Treasurer's report. A motion is in order to place this report on file. It is not approved or accepted unless it is a part of an auditor's report.

Item five: Committee reports. A council executive committee selects a chairman for each standing committee. Committee chairmen will report recommendations of their committee meetings for council approval.

Item six: Unfinished business. This includes any sampling of student opinion referred to the student body for discussion by the council. Tabled discussion or items not concluded at the previous meeting are all unfinished business.

Item seven: New business. Under this category, all items not yet brought to the attention of the group may be presented.

Item eight: Announcements. Among other specific items of information, the announcements should include notification of the time and place of the next meeting.

Item nine: Adjournment. This may be called for by a member or declared by the chairman.

(The officer in charge will now place Transparency B on the projector.)

The second transparency shows the content of minutes. Let's observe these points. Please write them on the back of your quiz sheet.

The minutes of any organization are a record of what is done, not what is said. Minutes contain:

1. Date, place, and time of meeting.
2. Reference to whether it is a regular or special meeting.
3. Name of person presiding.
4. Name of secretary.
5. All main motions, whether adopted or rejected.
6. Names of persons proposing the motions but not the names of those seconding them.
7. Points of order or appeals, whether sustained or lost.

Circulation of printed minutes assures that all representatives receive the same information and therefore reduces the chance of misunderstanding.

Representatives who misuse printed minutes by simply reading them to the homeroom or class they represent in a low monotone voice find such minutes are of little help. It is a sure way to make students lose interest quickly in their council. How, then, can we get the facts back to those we represent better?

(Place Transparency C.)

Let's look at this next transparency, Guidelines for Reporting Minutes.

Item one: Time, Date, and Type of Meeting. This can be reported in one sentence.

Item two: Business. Turn now to the sample copy of past minutes from your council meeting handed to you at the beginning of this session. Read them through completely. Then, list in order all things that were decided or approve This includes recommendations of committees.

It will help if you leave space between the decisions you list. You may wish to write in an explanation later.

Be sure you understand what each decision was and why it was made. If you have questions, ask the officer in charge.

On the back of the sheet:

1. List all items that were left pending until next meeting. Write the status of each item.

2. List all items a representative would be expected to get an opinion on from his homeroom or class. Prepare a chart to record your results.

(Allow time for this.)

Now that you have examined the contents of a set of minutes, you can identify whether an action has been passed, or whether it is pending. You can locate items you must get opinions on.

The question now is: How can this information be presented so students in your group will stay interested in what you are reporting to them? Here are a few pointers:

1. Stand in front of the class.

2. Write notes on your minutes as you have done on your sample. Be sure to identify:

   a. Time, place, date
   b. Items approved
   c. Items pending and status
   d. Items where opinions are needed

3. Speak in your own words; speak loud enough so everyone can hear.

4. Use printed minutes for reference.

5. Allow time for questions and comments.

6. Ask for further suggestions for later meetings.

Now using the minutes you have just studied, write, in your own words, what you think you would say in a report to your homeroom or class.

(Allow five minutes as needed.)

Finally, write a summary of what you think you have learned here. The secretary may use the best one, in his judgment, as his report of this meeting.

If time permits, I will call upon individual students to report orally to the group for practice.

(Allow time for summaries to be written.)

SESSION C LEARNING PACKAGE:
PROJECT SELECTION AND EVALUATION

DIRECTIONS

This session should have:

1. Transparencies D and E; overhead projector and screen.

*2. Copies of local, district, and/or state newsletters.

*3. Minutes of district and state student council meetings.

4. Copies of the following National Association of Student Councils' publications:

   a. *Student Life Highlights*
   b. *A Guide to Student Council Projects*
   c. *Evaluation of Student Activities*
   d. *The Student Council Adviser*
   e. *Group Dynamics*
   f. *Student Activities for Civic Education*
   g. *Improving Student Participation*
   h. *The Effective Student Council*
   i. *The Principal and the Student Council*
   j. *A Call to Order.*

5. Material distributed during the General Orientation Session.

*6. List of project ideas selected by officers.

The officer in charge should:

1. Arrange for the selection of a session chairman and recorder. (Be sure persons selected have not been elected to either of these positions in previous sessions today.)

2. Paraphrase or read text (Pages 30-32) or, if text has been taped, operate the tape recorder.

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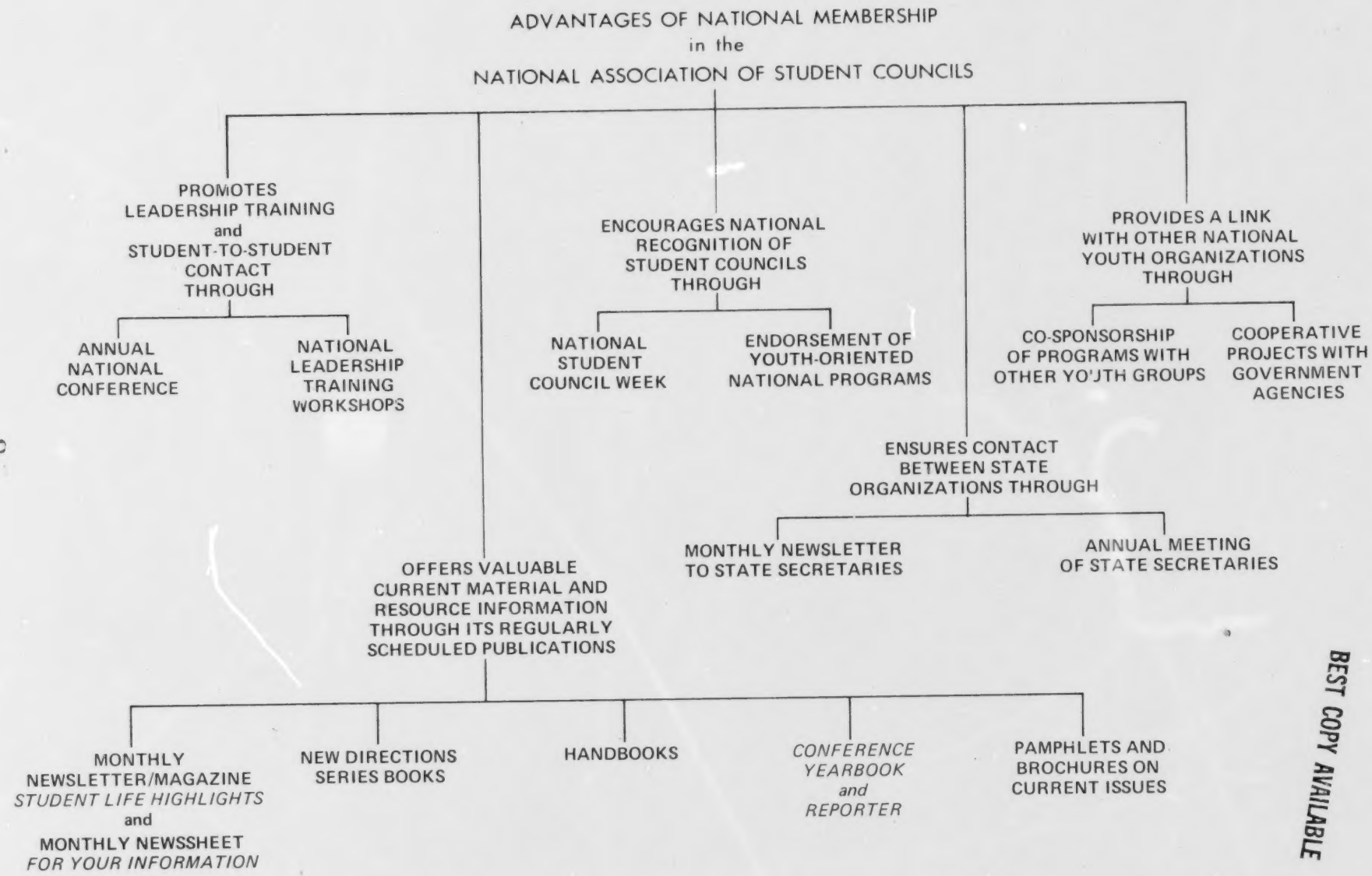
*to be handed out as students enter this session by officer in charge

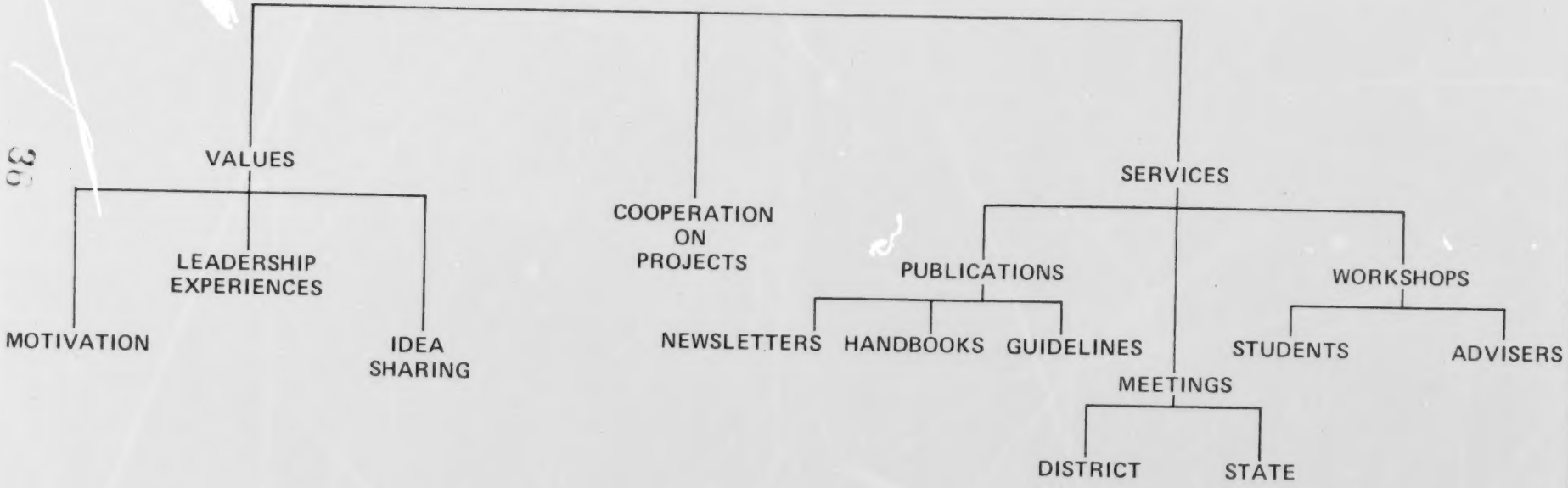
Transparency D


ADVANTAGES OF NATIONAL MEMBERSHIP
in the
NATIONAL ASSOCIATION OF STUDENT COUNCILS
PROMOTES LEADERSHIP TRAINING and STUDENT-TO-STUDENT CONTACT THROUGH
ANNUAL NATIONAL CONFERENCE
NATIONAL LEADERSHIP TRAINING WORKSHOPS
ENCOURAGES NATIONAL RECOGNITION OF STUDENT COUNCILS THROUGH
NATIONAL STUDENT COUNCIL WEEK
ENDORSEMENT OF YOUTH-ORIENTED NATIONAL PROGRAMS
PROVIDES A LINK WITH OTHER NATIONAL YOUTH ORGANIZATIONS THROUGH
CO-SPONSORSHIP OF PROGRAMS WITH OTHER YOUTH GROUPS
COOPERATIVE PROJECTS WITH GOVERNMENT AGENCIES
ENSURES CONTACT BETWEEN STATE ORGANIZATIONS THROUGH
MONTHLY NEWSLETTER TO STATE SECRETARIES
ANNUAL MEETING OF STATE SECRETARIES
OFFERS VALUABLE CURRENT MATERIAL AND RESOURCE INFORMATION THROUGH ITS REGULARLY SCHEDULED PUBLICATIONS
MONTHLY NEWSLETTER/MAGAZINE STUDENT LIFE HIGHLIGHTS and MONTHLY NEWSSHEET FOR YOUR INFORMATION
NEW DIRECTIONS SERIES BOOKS
HANDBOOKS
CONFERENCE YEARBOOK and REPORTER
PAMPHLETS AND BROCHURES ON CURRENT ISSUES

BEST COPY AVAILABLE

Transparency E

ADVANTAGES OF STATE MEMBERSHIP



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SESSION C TEXT

(To be read or paraphrased by officer in charge. If text is taped, the officer will operate the tape recorder.)

This session is designed to help you make use of your ideas for projects and to introduce you to successful ideas others have tried. You may proceed as soon as a chairman and recorder have been chosen.

(Allow time for selection.)

It has been said that an effective student council is a busy student council, one with projects underway and others in the planning stages.

Sounds great, doesn't it, but where do we get all these ideas? How do we know when an idea will prove worthwhile? How can we get it going?

Probably the best ideas for your council will come from you. You are the ones who know the needs of your school best.

Coming up with worthwhile ideas involves a number of routine steps. The process we will use today will be in two parts.

► The first part will be a three-minute brainstorming session:

- Your chairman will time you while each of you writes down as many worthwhile ideas as possible. You need not make complete notes, only enough to remind you of your idea.
  Ready, begin.

(Allow three minutes.)

► The next step will be sharing:

- Taking turns, each of you will report to the recorder any ideas which have not previously been suggested by someone else. The recorder will group them under topics such as fund raising, student management, community service, etc.

(Allow time.)

Now you are ready to explore ideas from other sources for several purposes:

1. To see how they compare with yours.
2. To see if some of your ideas can be improved upon.
3. To look for successful ways to develop your ideas into useful projects.

Two good sources of materials are your state and national associations. A recent booklet published by your national organization, The National Association of Student Councils, is called *A Guide to Student Council Projects*. Guidelines for project selection are recommended in the introduction:

1. Projects should be chosen which interest a large portion of the student body.

2. Projects should present a real challenge.

3. It should be the aim of the council to involve every student in the school sometime during the year.

4. Only those projects in which there is a reasonable possibility of success should be chosen.

5. Short-term projects are better, especially for junior high.

6. Projects should be realistic and have educational value.

7. Successful projects have one thing in common--the principal is always consulted in advance.

Your officers and advisers have chosen a number of projects from this booklet which they believe to be worthy of your support. They are listed on the sheet handed to you at the beginning of this meeting. Put these with the list of projects your group has already made.

Now you are ready for the next step: to choose one or two projects to begin immediately. In a minute, you will divide into groups of five for discussion and evaluation of the projects. The chairman will call time after 10 or 15 minutes.

Keep in mind the guidelines suggested when considering projects. Each small group should have one project idea to present to the whole group before the close of this session.

(Allow 10 to 15 minutes for discussion.)

One of the benefits of membership in state and national student council organizations is the broad range of publications mailed to members every year.

Your officers have a display of such materials for you to examine briefly. You should familiarize yourself with their titles and use them in study groups and committee meetings and for individual reading. Your adviser will tell you how you may check them out.

(Allow time for a brief 10-minute examination of materials.)

Another way to share the benefit of others' experience is through district and/or state meetings. Organizational patterns vary with the specific needs of the area but, generally, one or more meetings are held by such organizations each year for delegates from member schools to share plans for projects and exchange ideas. Many states also have a newsletter for reporting projects proven successful in schools throughout the state.

(Show Transparencies D and E.)

These transparencies diagram additional advantages of membership in state and national student council organizations.

At this point, you have listed some ideas of your own, heard ideas tried by others, and become familiar with the ways ideas for projects may be collected.

You have been given guidelines for evaluating projects and you have discussed and chosen a few which you believe should be considered by the full council.

What do you need next? A plan. How do you develop a plan? Here we get into the purpose of committees. For it is that small group, selected either from the council or the student body, which can be assigned to devise a plan and present it to the principal and council for approval.

First, the committee will want to review all materials for ideas and suggestions. Members will need to evaluate several plans before making a recommendation. Once the details have been worked out and approved, the entire council should give wholehearted support.

The recorder of each small group will now submit the two projects the group agreed were most needed.

DIRECTIONS FOR CLOSING GENERAL SESSION

► The chairman will need to:

- See that evaluation form is handed out, completed, and returned.
- Distribute bibliographies.
- Collect reports of all session meetings.
- Collect committee choice lists.
- Be sure all school-owned materials are returned or checked out.
- Collect project ideas.
- Make short summary of purpose of the workshop, in his own words.

(Announcements or comments may be made at this time by principal or adviser.)

Dismissal

WORKSHOP EVALUATION FORM*

Please answer each item with one of the following:

KEY

Yes (Y)

No (N)

No Opinion (0)

1. _____I believe the meeting today has helped me see how I can become a more effective student council member.

2. _____I believe this kind of meeting should be planned again for newly-elected representatives.

3. _____I think the ideas should be shared with other councils.

4. _____I thought the objectives were clearly outlined so I knew what I was doing at every session.

Check one appropriate answer for each item:

5. _____In general, the time allowed for each activity was:
   _____just right
   _____too short
   _____too long
   _____no opinion

6. I liked the activities best at:
   ___Constitution review session
   ___Reporting minutes session
   ___Helps for projects session

7. *Write a short paragraph:*
   A goal for this year at our school needs to be:

BIBLIOGRAPHY*

All materials listed from 1-10 are publications of the National Association of Secondary School Principals, 1201 16th Street, N.W., Washington, D.C. 20036.

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2. Glatthorn, A. *The Principal and the Student Council.*
3. Graham, G. *Improving Student Participation.*
4. Hearn, A. *Evaluation of Student Activities.*
5. Mathes, G. *Group Dynamics.*
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9. Wood, D. *A Call to Order.*
10. National Association of Student Councils. *Student Life Highlights.* (monthly newsletter/magazine)
11. Iowa Association of Junior High Student Councils. *The Student Council Handbook.* *The Junior Journal.*